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ABSTRACT

Despite a high attrition rate among urban teachers, some have remained and have proven to be effective with the urban population of learners. This paper determines the perceptions of urban teachers and university faculty of the role of an effective urban teacher and compares these perceptions to the natural behavioral styles of candidates for an initial and alternative licensure program in a College of Education. Using two instruments (The Role Behavior Analysis and the Personal Profile System), the study assessed information collected from 20 effective urban teachers, 11 teacher educators from an urban university that places emphasis on the preparation of teachers for urban schools, and 34 candidates for alternative teacher licensure in an urban setting. The study showed similarities between expectations of urban teachers and urban university professors about the behaviors of effective teachers in the urban setting: effective urban teachers have a primary drive for influencing (or inducement), a secondary drive for dominance, and a drive for steadiness that comes in last. Differences were in the strengths of the tendencies. Comparing these perceptions with predictions for success, as indicated by the Urban Teacher Selection Interview, showed no similarities in the prediction of success using this process with the behavioral patterns that met expectations of teachers and university professors. Four tables and one figure are included. (Contains 40 references.) (GLR)

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A COMPARISON OF ROLE EXPECTATIONS FOR EFFECTIVE URBAN TEACHERS AND BEHAVIORAL PROFILES OF CANDIDATES FOR ALTERNATIVE TEACHER LICENSURE

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Those working in urban schools encounter many problems in the quest to educate the nation's neediest learners. Massive migration of both families and business from urban districts has left these areas the victims of serious financial distress. Aged facilities and increased expenses have further added to this crisis. Community attitudes do not support urban education since this would mean increased taxes to provide the needed resources. Political leaders verbally support programs to address the urban plight, however little action is actually ever seen (Baron, Rusnak, Brookhart, Burrett, & Whordley, 1992).

The social environment of the urban setting also limits urban education initiatives. Many urban dwellers are unemployed and uneducated – a combination usually resulting in poverty and commonly accompanied by violence and crime. These conditions result in low self-esteem and lack of understanding of the relevance in schooling for many urban youth.

In contrast to the opinion of those who blame the differences in the skill levels of urban children solely on family background and social influence, Murnane (1981) suggests the difference lies in effectiveness of classroom teachers. This research concludes that there is not only a vast difference in the amount of learning taking place in different schools, but also in different classrooms within the same school.

Effective Urban Teachers: The Shortage

Discipline problems, poor attendance, lack of motivation, poor attitudes toward education, and lack of parental support have serious negative effects on the urban teacher and hinder the ability to teach (Corcoran et al., 1988). Teachers are not anxious to come into urban systems because of negative publicity leveled at these schools (Farber, 1991) and if they do, they often do not stay long. Approximately one half of beginning teachers quit during the first six years of employment; this turnover frequently occurs within five years in urban schools with teachers in some districts leaving after only three years. Some urban classrooms experience multiple teachers in the same school year (Haberman & Rickards, 1990). Even though suburban and rural areas experience some attrition, the numbers of teachers leaving these school systems are much lower.

Murnane (1981) found that teachers with three to five years of classroom experience are more effective than teachers with less; that is, the achievement of their students was higher. However, teachers who are assigned urban positions are frequently not the strongest teachers in the system but rather are the ones who have the least seniority, the least experience, and the least training (Haberman, 1988; Rosenholtz, 1985). In essence, the schools that present the most difficult situations are staffed largely by neophytes.

An additional negative impact results from lesser quality teachers in urban schools. All licensed teachers who remain in the urban setting are not necessarily effective. Of grave consequence to effective teaching in the urban schools are the "lifers." Lifers as identified by Haberman (1987) are those teachers who remain in the urban setting, yet "do not expect their

students to learn and who do not actively teach but pass their days as assignment-makers and jobholders" (p. 22). These teachers do not practice or model the behaviors necessary for successful teaching and learning in the urban setting.

Effective Urban Teachers: Behaviors

Haberman (1992) says, "There is no way to be an effective teacher of children in poverty by simply knowing a great deal, or by demonstrating the use of various teaching strategies" (p. 126). This is supported by Campbell, Dempsey, Margolin, Mathewson, and Reichbach (1983) as a result of interviews with urban administrators in an effort to determine the competencies responsible for teacher effectiveness and (Pasch et al, 1993) as a result of interviews with urban teachers in Milwaukee, Detroit and Cleveland to describe variables critical to teaching success in the urban setting.

In an attempt to identify the behaviors and practices demonstrated by the teachers who are the most effective in an urban setting, focus will be on classroom practices - observable behaviors seen in the classroom that are related to positive student outsomes. Baron et al. (1992) refers to seven teacher behaviors that continue to appear in the literature as (1) active teaching, (2) positive classroom environment, (3) variety of methods, (4) planning and sequencing, (5) interpersonal skills, (6) efficacy and expectation, and (7) applicability.

Active teaching is teacher-directed instruction such as lecture, questioning, and arranging the structure of the classroom. Effective urban teachers manage structured, well-planned classes where they are actively involved with students and give immediate feedback. Effective urban teachers have the ability to explain content adequately and in an interesting manner, a characteristic ranked as most important in a study that surveyed urban high school students (Sizemore, 1981). They are managers; that is, they direct well-planned classes that focus on learning (Brophy, 1982; Kapel & Kapel, 1982; Pasch et al., 1993). In a study that attempted to identify characteristics of effective inner city teachers, Murnane and Phillips (1978) determined that a structured classroom with a businesslike atmosphere and immediate feedback were main priorities for effective teachers.

Keeping students interested and involved results in positive classroom management which avoids or prevents behavior problems. Behavior management is less of a problem for effective urban teachers because they present content in such an interesting way (Sizemore, 1981), and by doing so they keep students motivated (Brophy & Good, 1986), and maintain their interest (Campbell et al., 1983). This is supported by the findings of Brophy and Rohrkemper (1988) in a study in which they investigated 98 classroom teachers, identified as successful by administrators, focusing on how they deal with problem students. Henderson and Ward (1966) compared the behaviors of inner city and non-inner city teachers to define a model of an effective urban teacher. They determined that effective classroom management styles are supportive. Freiberg, Prokosch, Treister, Stein, and Opuni (1987) agree with a supportive management style but also add that it

must be firm and orderly. In a study to access the characteristics of effective teachers, Bain and Jacobs (1990) observed and interviewed 49 Project STAR teachers whose students showed the greatest gains in achievement according to results on Stanford Achievement Tests. They found that effective teachers use classroom routines as a means of enforcing high standards for classroom behavior. In a study in Richmond, Virginia by Reed (1993), white teachers in black schools were interviewed to elicit opinions, suggestions, and perceptions about working effectively in urban schools. These teachers stressed the importance of structure by having specific rules for behavior, and consistency in giving rewards and consequences.

Effective urban teachers are flexible and employ a variety of teaching methods to meet the needs of individual students or classes (Bain & Jacobs, 1990; Henderson & Ward, 1966; Langlois & Zales, 1991; Lukin, 1977; Morgan, 1979; Pasch et al., 1993). Reed (1993) suggests that this variety of teaching strategies should include the use of culturally relevant materials. Campbell et al. (1983) suggest that strategies used for group instruction as well as individual instruction are successful in the urban classroom. These teachers adapt methods that fit not only the needs of the students but also the situation (Brophy, 1982; Lukin, 1977) and realize that no one method is always successful (Murnane & Phillips, 1978). These teachers use many methods to present the same information (Henderson & Ward, 1966) and carefully match specific methods to specific grade levels and ability (Bain & Jacobs, 1990; Brophy, 1982; Kapel & Kapel, 1982; Langlois & Zales, 1991). Effective teachers are persistent; they are willing to continue changing instructional activities and methods until success is reached (Haberman, 1987; Bain & Jacobs, 1990).

Effective urban teachers plan and sequence instruction so students can succeed in the mastery of skills needed to progress to higher levels of learning. They use logical sequencing of tasks (Kapel & Kapel, 1982; Langlois & Zales, 1991) and insist on mastery of basic skills by utilizing brisk pacing with small steps (Kottkamp, Provenzo, & Cohn, 1986). Student progress is monitored, and evaluated for any necessary remedial instruction (Brophy, 1982; Baecher, Cicchelli, & Baratta, 1989; Bain & Jacobs, 1990; Langlois & Zales, 1991).

Interpersonal skills, the "core" of the successful school (Freiberg et al., 1987), are used by effective urban teachers when communicating with pupils, parents, peers, and administrators. Brophy (1982) suggests that a supportive learning environment maximizes student performance by giving praise, encouragement, and appreciation for efforts. Langlois and Zales (1991) profiled the effective teacher based on research from the 1980s which suggests "Effective teachers display positive attitudes. They're enthusiastic, energetic, caring, and nonthreatening. They are good communicators. They maintain eye contact and respond in a supportive manner. They're careful not to embarrass any student" (p. 44). Effective teachers are enthusiastic and consistent, positively reinforcing students with praise. Teacher attitudes are mirrored in the attitudes of the students (Bain & Jacobs, 1990). Urban teachers in the Pasch et al. (1993) study view a positive

attitude as vital to the success of an urban teacher. In a study to determine themes of uncommonly successful teachers of at-risk children, Peterson, Bennett and Sherman (1991) found that effective teachers create an environment in which students can identify and build relationships with other students. Good working relationships are established with parents by making contact with them early in the year (Reed, 1993).

High self-efficacy, the belief of teachers in their ability to succeed, is necessary in order to produce desired outcomes in the classrooms. MacKintosh (1965) suggests that success is created when teachers believe they can make a difference. They have strong expectations of their students (Bain & Jacobs, 1990; Murnane & Phillips, 1978; Peterson et al., 1991) and accept responsibility for teaching their students. They have confidence that they can teach them successfully (Brophy, 1982; Langlois & Zales, 1991). Brophy and Good (1986) also state that effective teachers combine positive expectations for themselves, their classes, and their students.

Effective urban teachers make lesson content applicable to real-life situations and use life experiences of the students in the learning process. Incorporating the real-life experiences of students allows instruction to be more meaningful (Bain & Jacobs, 1990; Morgan, 1979; Presseisen, 1988). Knowledge and understanding of the urban and multi-ethnic society is necessary for teachers to be effective in the urban setting. White teachers must learn about the students' culture and fads in order to be effective (Reed, 1993). Pasch et al. (1993) suggest that understanding a child's background, caring for children, and believing that all children can learn is necessary for teacher effectiveness. These professionals are the social workers in the schools; they should be well trained in urban sociology (Campbell et al., 1983). They should be aware of and sensitive to the people and situations particular to the urban setting (Fagan, 1984; Pasch et al., 1993; Peterson et al., 1991). These teachers also show a sensitivity to cultural differences by demonstrating concern and empathy for problems suffered by students (Campbell et al., 1983; Henderson & Ward, 1966; Sizemore, 1981) and are willing to become involved (Baecher et al., 1989; Bain & Jacobs, 1990; Brophy & Rohrkemper, 1988; Pasch et al., 1993; Reed, 1993).

Statement of the Problem

There is a shortage of good teachers for urban schools. Of the teachers who are now on staff in these schools, many are inexperienced and displaced. Fifty percent of the teachers in urban schools fail or quit in the first 3-5 years of their tenure (Haberman, 1987). It is possible that poor selection of personnel partially accounts for such a high attrition rate. Haberman (1991) proposes that the preparation of teachers for placement in urban multicultural schools is a distinctive endeavor with selection being significantly more important than training. If Haberman's proposition that selection is significantly more important than training is correct, then it should be important to determine what specific behaviors are characteristic of the teacher who is typically successful in an urban setting and consider these behaviors in the screening process of applicants

for teacher education programs. Haberman bases his assessment of behaviors for selection purposes heavily on an interview process. It is possible that a more specific paper/pencil instrument for determining role behaviors can be used in the process of screening teachers who will work in an urban setting. Paper/pencil instruments are more time and cost effective than interview processes.

This study involved the use of two instruments: The Role Behavior Analysis (Carlson Learning Company, 1991) and the Personal Profile System (Geier, 1973). The Role Behavior Analysis identified behaviors that are perceived to be the most effective and appropriate for the role of effective urban teachers by urban teachers and urban university faculty. This study also involved a comparison of the perceptions of urban teachers and university faculty concerning this role. The Personal Profile System determined the natural behavioral style of individual candidates for alternative teacher licensure in urban schools. The behavioral expectations of this role were compared to the candidates' natural behavioral style. Finally, this study compared the candidates that met the role expectations of urban teachers and urban university faculty to predictions for success in the urban setting by the *Urban Teacher Selection Interview* (Haberman)

METHODOLOGY

Subjects

The subjects in this study consisted of three groups: (1) effective urban teachers, (2) teacher educators from an urban university which places emphasis on preparation of teachers for urban schools, and (3) candidates for alternative teacher licensure in an urban setting.

The 20 urban teachers that participated in determining the role of an effective urban teacher in this study were licensed elementary (grades 1-8) school teachers in the Memphis City School System, Memphis Tennessee. Even though these teachers were in an urban school system, their schools were not classified as inner city. They were described as effective teachers in an urban setting by building administrators. They had attained tenure based on teaching experience in an urban school and had remained on an urban school faculty for at least five years.

The 11 university faculty in this study were members of the Teacher Education Advisory Committee at Memphis State University, a Mid-Southern urban university with a total student population of approximately 20,000, and nearly 3,000 in the College of Education. This council recommends teacher education policy and program development decisions to the Dean of the College of Education. Committee members hold appropriate terminal degrees, have experience in elementary or secondary teaching, have continuing experience in the schools and/or are significantly involved and informed about teacher preparation, school and educational issues, and the preparation of school personnel.

The 34 subjects referred to as "candidates" in this study were seeking admission to a post-baccalaureate, urban, initial, and alternative licensure program for teachers that was modeled from the Metropolitan Multicultural Teacher Education Program at the University of Wisconsin, Milwaukee (Haberman, 1990). To be considered for enrollment, candidates must hold baccalaureate degrees from accredited colleges or universities in disciplines other than education, have a cumulative GPA of at least a 2.50, have been regular substitute teachers in urban schools for at least two years, and commit to teach in an urban school for three years after completion of the program. To gain entry, each candidate must also have passed the Miller's Analogy Test with a score of 40 or above and have received an acceptable rating on *The Urban Teacher Selection Interview*. Maximum enrollment in this alternative licensure program was 20.

Instrumentation and Design

To define behavioral expectations and requirements for the role of an effective urban teacher, The Role Behavior Analysis (RBA) (Carlson Learning Company, 1991) was administered to two of the three groups: (1) effective urban teachers and (2) urban university faculty. The Role Behavior Analysis is an instrument that is used to collect and process perceptions of a specific role (*e.g.*, an urban teacher) from different people who have expertise with this role.

After the behavioral expectations for the role of an effective urban teacher were defined by urban teachers and urban university teacher educators, these expectations were compared to the natural behavioral styles of prospective candidates for alternative licensure in urban settings. In order to identify the natural behavioral style of each candidate, the Personal Profile System (PPS) (Performax Systems International, 1986) was administered to all prospective candidates.

Sylvan and Barbara Kaplan (1983) report that the PPS is a personality assessment tool which demonstrates strong construct validity. They assert that data about a candidate's personality can be obtained very quickly with quality, efficiency, and validity. In addition, the PPS correlates beyond chance levels with the Cattell 16 Personality Factor Questionnaire (16PF), the Myers-Briggs Type Indicator (MBTI), the Wechsler Adult Intelligence Scale (WAIS), the Strong-Campbell Interest Inventory (SCII), and the Minnesota Multiphasic Personality Inventory (MMPI). This quick screening instrument can be useful in both industrial and clinical settings as "...a splendid management tool for team building, selection, placement, career guidance ..." (Kaplan, 1983, p. 37).

The *Urban Teacher Selection Interview* was used as a means of selection for the candidates for the alternative teacher certification program at this university. This interview process, developed by Martin Haberman of the University of Wisconsin-Milwaukee, is a culmination of over 30 years of research and development. Haberman suggests that selection is much more significant than training in the preparation of urban teachers. He claims that typical selection criteria, such as GPA,

student grades, and personal references, do not predict the effectiveness of teachers in urban schools and result in adding people to the system who ultimately fail. The interview's purpose is to screen in potentially successful urban, multicultural teachers and screen out potential failures. Haberman argues that written tests of personality cannot predict effectiveness because of situational demands.

Analysis of Data

Descriptive statistics were used to relate the perceptions of effective urban teachers and urban university educators in regard to the role of an effective urban teacher. Remaining analyses were performed using SPSS (Statistical Package for the Social Sciences). One sample t-tests were used to compare the natural behavioral styles of the candidates and expectations of urban teachers and urban university faculty to determine if the natural behavioral style of candidates significantly differed from the expectations of these two groups. The candidates who met the role expectations of urban teachers and urban university faculty were compared to the candidates who were predicted for success by The Urban Teacher Selection Interview to determine significant differences.

RESULTS

Results of the Analysis

The Role Behavior Analysis was administered to urban teachers and urban university faculty to determine their perceptions of the role behaviors necessary for a teacher to be effective in an urban setting. Table 1 contains the raw and percentage scores of urban teachers and university faculty on the Role Behavior Analysis. These scores determined the behavioral profiles suggested by these groups to be characteristic of an effective urban teacher. Interpretation involved converting the raw scores to percentage scores. These percentage scores were later used as a point of comparison to the scores of candidates for licensure on the Personal Profile System.

Table 1

Table of DiSC Raw Scores and Percentage Scores on Role Behavior Analysis

	D		i		S		C	
	Raw	%	Raw	%	Raw	%	Raw	%
Urban Teachers	19	55	15	70	26	25	20	50
University Faculty	20	50	13	80	26	25	21	45

Note. D = tendency for Dominance; i = tendency for inducement; S = tendency for Steadiness; C = tendency for Compliance

Interpretation of the Role Behavior Analysis revealed that urban teachers perceived the behavioral style of the effective urban teacher to include a primary drive (highest intensity) for i (influencing) and a secondary drive for D (dominance). Lowest intensity was for the S (steadiness) drive with C (compliance) falling right at the midline (see Table 1). This configuration (see Figure 1) denotes a pattern that is a combination of the Appraiser pattern and the Persuader pattern, called "APPRAISER-Persuader" (written as such to denote stronger tendencies for the Appraiser Pattern), a member of the Classical Combination Patterns. Classical Combination Patterns are defined as "one of the 15 common classical patterns (the behavioral patterns occurring most frequently in a work situation) with additional behavioral tendencies that describe such a person" (Performax, 1986 p. 54.) Both Appraisers and Persuaders are members of the inducement (influencing) family of patterns.

Interpretation of the Role Behavior Analysis administered to university faculty revealed that their perceptions of this role were somewhat similar to that of urban teachers. Faculty perceived the behavioral style of the effective urban teachers to also have the primary drive for i (inducement) and the secondary drive for D (dominance). The tendency for S (steadiness) was identical to that perceived by urban teachers. The tendency for C (compliance) was directly below the midline (see Table 1). This configuration denotes the Persuader pattern of the Classical Profile Patterns (see Figure 1).

The Personal Profile System was administered to the 34 candidates for the initial and alternative licensure program. Responses were tallied to reveal the candidate's tendency for D, i, S, and C. These tendencies were plotted on two graphs. The first graph revealed the behavioral pattern perceived by each candidate as necessary for the role of an urban teacher. The second graph revealed the natural behavioral pattern of each candidate. Interpretation of each graph revealed the profile patterns characteristic of each candidate in relation to 1) perceptions and 2) national behavioral style.

Interpretation of the PPS data by candidate's perceptions revealed that candidates fell into 11 of the 15 Classical Profile Patterns and one pattern referred to as a Special Pattern (see Table 2). Half (50%) of the 34 candidates' perceived the behaviors of an urban teacher to be characteristic of the Inducement family of patterns with divisions as follows: Promoter Pattern (5.9%), Appraiser Pattern (23.5%), Persuader Pattern (11.7%), and Counselor Pattern (8.8%). Information regarding the perceptions of candidates is related in Table 2. When analyzing the PPS for the natural behavioral styles of the candidates, 11 of the 15 Classical Profile Patterns were again represented (see Table 3). The two largest groups of candidates were classified as Specialists (23.5%) (motivated by one strong drive for Steadiness) or Agents (17.6%) (motivated by a primary drive Steadiness and a secondary drive for inducement), both members of the Steadiness family of behavioral styles. Appraisers (14.7%) and Counselors (14.7%) (motivated by

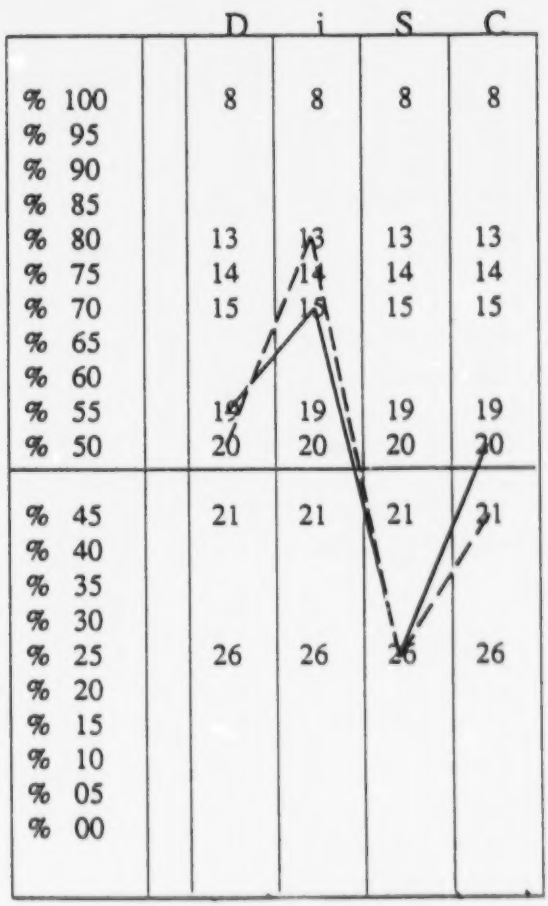

Figure 1. Profile patterns perceived by urban teachers and urban university professors as necessary for teacher effectiveness in an urban setting.

Note. ——— = urban teachers – – – – = urban university professors

a primary drive for inducement and a secondary for Steadiness), members of the inducement family, were frequently recurring patterns among candidates. Additional classical profile patterns and pattern families found to characterize the candidates are revealed in Table 3.

Table 2

Classical Profile Patterns as Related by Perceptions of Candidates

Classical Profile Patterns	Family of Patterns	% of Candidates n=34
Developer	Dominance	2.9%
Result Oriented	Dominance	2.9%
Promoter	inducement	5.9%
Persuader	inducement	11.7%
Counselor	inducement	8.8%
Appraiser	inducement	23.5%
Specialist		
Agent	Steadiness	11.7%
Objective Thinker	Compliance	2.9%
Perfectionist	Compliance	17.6%
Practitioner	Compliance	5.9%
Tight	Special	2.9%

Table 3

Classical Profile Patterns as Related by Natural Behavioral Styles of Candidates

Classical Profile Patterns	Family of Patterns	% of Candidates n=34
Developer	Dominance	5.9%
Result Oriented	Dominance	2.9%
Inspirational	Dominance	2.9%
Persuader	inducement	5.9%
Counselor	inducement	14.7%
Appraiser	inducement	14.7%
Specialist	Steadiness	23.5%
Agent	Steadiness	17.6%
Achiever	Steadiness	2.9%
Objective Thinker	Compliance	2.9%
Perfectionist	Compliance	5.9%

Each candidate participated in The Urban Teacher Selection Interview (Haberman, 1987). This process ultimately assigned a rank to each candidate denoting predicted success as a teacher in an urban setting. The highest rank, predicting the most success, is 1 and is termed a "star." A rank of 2 is "high," 3 is "high average," 4 is "low average," and 5 is "failure," unacceptable for gaining entry to the licensure program. Of the 34 candidates, 28 received ranks of 1, 2, 3 or 4. There were 7 candidates ranked in each of the four categories. The remaining 6 candidates received a rank of 5.

To determine if there were significant differences according to rank on the Urban Teacher Selection Interview and intensity for D, i, S, and C, a series of oneway analysis of variance (ANOVA) tests were performed. Table 4 reveals ranks as assigned by the interview, and the Classical Profile Patterns and Family of Patterns associated with the natural behavioral styles of candidates revealed by the PPS. The results of the interviews did not reveal any specific pattern of behavioral style. The candidates receiving rating of "stars" were spread between five Classical Profile Patterns in three families. Only 2.9% of the candidates who were rated as "stars" matched the role behavior profiles as developed by urban teachers. None matched the expectations of urban university faculty. The "high" candidates were also spread between five patterns in three behavioral families. None of these candidates matched expectations of urban teachers and only 2.9% matched the expectations of urban university faculty. The "high average" candidates had an even broader spread, being representative of eight Classical patterns and each of the four behavioral families. A small percent (2.9%) matched the expectations of urban teachers and none matched the expectations of urban university professors. The "low average" candidates were representative of three Classical Profile Patterns, each in a different family. This was the only group of candidates that had acceptable ratings on the interview to claim membership in patterns that matched the role expectations of urban teachers and faculty. Failures, 14.6% of all candidates, were classified into four Classical Profile Patterns in two families. The largest percentage (8.7%) of the failures were members of the Inducement Family; the family that includes the expectations of both urban teachers and university faculty.

DISCUSSION

The primary purpose of this study was to determine the perceptions of urban teachers and university faculty of the role of an effective urban teacher and compare these perceptions to the natural behavioral styles of candidates for an initial and alternative licensure program in the College of Education. In addition, this study involved a comparison of these findings with the prediction for success of these candidates as determined by the Urban Teacher Selection Interview.

Table 4

Candidates by Classical Profile, Family and Urban Teacher Selection Interview

Classical Profile Pattern	Family	Ratings - Urban Teacher Selection Interview					
		Star	2	3	4	Failure	Total
Developer	D		2.9%	2.9%			5.9%
Result Oriented	D			2.9%			2.9%
Inspirational	D	2.9%					2.9%
Persuader ••	i		2.9%			2.9%	5.9%
Counselor	i	5.9%	2.9%	2.9%		2.9%	14.7%
Appraiser ••	i	2.9%		2.9%	5.9%	2.9%	14.7%
Specialist	S	5.9%	2.9%	2.9%	5.9%	5.9%	23.5%
Agent	S	2.9%	8.8%	2.9%		2.9%	17.6%
Achiever	S	2.9%					2.9%
Objective Thinker	C			2.9%			2.9%
Perfectionist	C				5.9%		5.9%

Notes. •• Denotes suggested patterns by urban teachers and urban university faculty;

D = Dominance; i = inducement; S = Steadiness; C = Compliance

From the data gathered in this study, some important findings about effective teachers have emerged. These findings, along with previous research, will be used to draw some conclusions about behaviors of effective urban teachers and to make some recommendations for further research.

Interpretation of the Role Behavior Analysis indicated that urban teachers believe that for teachers to be effective in an urban setting, they should have a primary drive for inducement, and a secondary drive for Dominance. People with predominantly inducing and Dominant tendencies are process oriented; they want to shape the environment according to their standards. They tend to constantly test and push the limits set by the organization (Performax, 1986). Further analysis revealed the tendency for Compliance is almost as strong as the drive for Dominance with the tendency for Steadiness drive indicated as lowest. The tendency for Compliance reflects a need to question reasons for change. These individuals need to do things accurately and are receptive to messages that reassure them that they are doing things correctly (Performax, 1986). This configuration suggests a classical combination pattern, the APPRAISER-Persuader Pattern. The Appraiser pattern is characterized by people who take creative ideas and adapt them to practical purposes. This confirms the earlier findings of Brophy (1982), Lukin (1977), Murnane and Phillips (1978), and Pasch et al. (1993) suggesting that effective teachers adapt methods to fit the needs of students and the situation. Kapel and Kapel (1982), Bain and Jacobs (1990), and Langlois and Zales (1991) further suggest that effective teachers adapt specific methods to specific grade levels and ability. Appraisers are competitive using direct methods to accomplish results. However, they are viewed by others as assertive rather than aggressive because they are considerate. They do not involve people by giving orders or commands but rather by using persuasive methods. They get cooperation from others for their ideas by explaining the rationale for ideas and activities. Appraisers are skilled in helping others to see steps necessary to reach desired results. This is consistent with the findings of Kapel and Kapel (1982), Kottkamp et al. (1986), Langlois and Zales (1991) that indicate that effective teachers use logical sequencing of tasks so students can succeed in the mastery of skills needed to progress to higher levels of learning. Appraisers usually work from a plan of action to insure order and become impatient and critical when their standards are not met (Performax, 1986). This is confirmed by the findings of Kapel and Kapel (1982), Brophy (1982), Murnane and Phillips (1978), Pasch et al. (1993), and Reed (1993) that indicate that effective teachers direct well-planned classes and use structure to insure high standards for classroom behavior.

Further interpretation of the Role Behavior Analysis indicated that university faculty suggest that effective urban teachers should have a primary drive for inducement, and a secondary drive for Dominance. These findings parallel the perceptions of urban teachers. Further analysis revealed the tendency Steadiness was regarded as lowest, identical to the perceptions of urban teachers.

The drive for Compliance is below the midline. This configuration reveals that University faculty perceive the classical profile pattern needed for success in the urban setting is that of a Persuader. The Persuader pattern is characterized by people who work with and through people. They pursue work in a friendly manner. Persuaders have an outgoing interest in people with the ability to gain the respect and confidence of various types of individuals. This ability is particularly helpful to Persuaders in gaining positions of authority. This supports the suggestion of Freiberg (1987) that interpersonal skills are the core of the successful school and are used by effective teachers when communicating with pupils, parents, peers, and administrators. This concurs with Langlois and Zales (1991) in suggesting that effective teachers are enthusiastic and good communicators. They seek work assignments which allow opportunities to make them look good. Working with people, challenging assignments, and variety of work provide Persuaders the most favorable environment. This is supported by the findings of Peterson et al. (1991) that conclude that effective teachers create an environment with which students can identify and through which the teachers can build relationships with these students. They tend to be overly optimistic about the potential of people, overestimating their ability to change the behavior of others. This is confirmed in other studies (Bain & Jacobs, 1990; Murnane & Phillips, 1978; and Peterson et al., 1991) who indicated that effective teachers have strong expectations of their students and Brophy (1982) and Langlois and Zales (1991) who indicated that effective teachers have confidence that they can teach students successfully. Because Persuaders do not like routines and regimentation, they must be given analytical data routinely (Performax, 1986). This conflicts with the findings of Bain and Jacobs (1990) that indicate that effective teachers use routines to enforce high standards for classroom behavior. In fact the research of Murnane and Phillips (1978) and Reed (1993) stresses structure in the classroom. It is interesting that the behavioral profile of urban teachers revealed a higher tendency for Compliance than the profile of university professors, a profile which requires routine and structure. Both Appraiser and Persuader patterns are members of the Classical Inducement Drive Family of classical behavioral patterns, a family of patterns that is characterized by a primary drive for inducement. The tendencies for the i (inducement) types of individuals are as follows:

1) contacting people
2) making a favorable impression
3) verbalizing with articulateness
4) creating a motivational environment
5) generating enthusiasm
6) entertaining people
7) desiring to help others
8) participating in a group

The researcher investigated the possible relationship between the perceptions of practicing effective urban teachers and urban university teacher educators about the role of an effective urban teacher. The profile patterns suggested by urban teachers and university professors were very similar, differing to the largest extent in the strength of the tendencies for i (inducement) (see

Figure 1). University professors suggested that effective teachers should have more behavior reflective of the i pattern than did urban teachers. They also suggested that the intensity for D (Dominance) and C (Compliance) should be lower than that suggested by urban teachers. Identical scores were reported for the amount of S (Steadiness) that an effective urban teacher should possess. This tendency for the S drive was also markedly lower than tendencies for the other three drives.

The researcher investigated whether the candidates' natural behavioral styles differed significantly from the perceived role expectations of effective urban teachers and urban university professors. Urban teachers indicated that success in an urban school required a behavioral style of an APPRAISER-Persuader. Urban university faculty indicated that this role required a behavioral style of a Persuader. Interpretation of the scores of candidates on the Personal Profile System revealed that only 20.6% of the candidates' natural styles matched these patterns; 14.7% were Appraisers and 5.9% were Persuaders.

Because of the low number of candidates reaching the expectations of urban teachers and university professors, it becomes important to review the findings that relate to the perceptions of these candidates; that is, the behavior that they perceived necessary to the role of an urban teacher. These findings, revealed that half (50%) of all of the candidates perceived the role behaviors to be within the framework of the inducement family with 35.2% assigned to either the Appraiser (23.5%) or Persuader (11.7%) Classical Profile Patterns (see Table 2). Therefore, even though only 20.6% of the candidates actually had natural behavioral styles that matched these expectations, almost twice as many (35.2%) believed these behaviors to be necessary to be successful in this role. It may be reasonable to propose that even though these candidates do not naturally behave according to these patterns, they may be able to adapt their behavior to the role in order to be successful in the urban setting.

The researcher compared the perceptions of urban teachers and urban university faculty with the prediction for success of these candidates as indicated by the *Urban Teacher Selection Interview*. The 34 candidates were classified into 11 of the 15 Classical Profile Patterns by the Personal Profile System (see Table 4). Even though all four of the behavioral families were represented, candidates fell heavily into the inducement family of patterns (35.3%) and the steadiness family of patterns (44%). Urban teachers' expectations of this role identified the APPRAISER-Persuader pattern and university professors expectations identified the Persuader pattern. Only seven (20.6%) of the candidates fell into these two categories. There were no similarities in the prediction of success by the Urban Teacher Selection Interview and the behavioral patterns that met expectations of urban teacher and university professors. The Urban Teacher Selection Interview divided candidates into five categories. There were seven of the candidates in each of the four categories that were considered acceptable. The remaining six

candidates were ranked as "failures." This rating automatically screened them from consideration for this alternative program. Of these six failures, half (50%) were members of the inducement family – the family that was chosen as most closely related to the behavioral patterns recommended by both urban teachers and university faculty. Of the seven (20.6%) candidates that matched the patterns identified by urban teachers and university faculty, two (5.9%) failed the interview leaving only five (14.7%) to remain under consideration. Of this five, one was rated as a star, two were ranked as high, one was ranked as high average and two were ranked as low average. Since the program will admit only 20 of the 28 candidates that remain under consideration, there is a good possibility that more candidates that matched the patterns identified by urban teachers and university faculty will not gain entry in the program.

Suggestions for Further Study

This study showed similarities between expectations of urban teachers and urban university professors about the behaviors of effective teachers in the urban setting. However, because of differences indicated in intensity of the behavioral drives, there should be additional study to determine if a different sample of urban teachers or university professors would indicate different perceptions. A sample involving professors from only the College of Education would be interesting. Since the study was conducted with elementary teachers, a sample containing secondary and middle school urban teachers might indicate different perceptions of this role.

Future studies with different candidates and larger numbers of candidates might result in different findings. Also, this might determine if the behavioral styles represented in this sample were representative of substitute teachers in urban schools. Another area of study might involve the study of different types of candidates for initial licensure. These could be candidates for licensure through the Master of Arts in teaching program or the undergraduate program.

This study showed no relationship between the expectations of urban teachers and urban university faculty and the Urban Teacher Selection Interview. Because the interview process is an admission criteria to the initial and alternative licensure program, and because its' predictions for success disagree with the predictions for success of the urban teachers and urban university faculty in this study, there is a need for further study.

There is also a need to conduct longitudinal studies to determine the success level achieved by candidates that met the perceptions of urban teachers and urban university professors and those that met the predictions of the Urban Teacher Selection Interview. The ability of these candidates to perform in the urban environment is the ultimate test of their effectiveness.

Summary

The schools that house the nation's neediest learners, the urban schools, have a shortage of teachers. Various reasons contribute to the high attrition rate of teachers in these schools. However, there are a select group of teachers who do not leave and have proven effective with this

population of learners. The behaviors of these teachers that make them effective must be determined to serve as a guide for preservice teachers and the university faculty that train them. Haberman, (1987) suggests that teaching is not generic. Yet we train our preservice teachers as if all teaching assignments and all populations of children are the same. There are strong differences that make the urban population of children unique. There are teacher behaviors needed for the urban setting that might not be requisite in suburban and rural settings. Until the behaviors needed for effectiveness in urban schools are identified, and the behavioral styles of teacher candidates are matched to these needs, it is likely that we will continue to suffer from a shortage of effective urban teachers.

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